Example Assignment Brief

for assessment unit A1, A3, B3 or B4 in:

BTEC International Level 3 in Art and Design
BTEC International Level 3 in Creative Media

Health

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Guidance for teachers on using Example Assignment Briefs *(delete slide prior to handing out to learners)*

Example Assignment Briefs (EABs) are provided for use and guidance. They have been developed to provide realistic vocational scenarios as client briefs. The content demonstrates how briefs can be used for assignments for all or part of assessment units.

EABs can be adapted in any way to meet the needs of your learners and programme, however they must maintain the required features of an assignment for a BTEC qualification. Please see the Delivery Guide for this qualification for more information on setting and adapting assignments.

While this assignment can be used for delivery within assessment unit A1, A3, B3 or B4, learners must undertake different assignments for each assessment unit. The expectations in each assessment unit will also be different, for example:

- **A1:** the assignment would most likely be used to form part of the evidence for the unit, combined with evidence from other assignments.
- **A3:** as a unit dedicated to undertaking a focused creative project in response to an assignment brief, more time would be expected to exploring different ideas, developing work and presenting outcomes to meet the assignment brief.
- **B3 or B4:** the response itself is likely to be more extensive and fully resolved given the time allocated to the development of work towards the assignment and the depth of content being assessed through this unit.

You should ensure the following sections of this assignment brief are appropriate for your programme and learners, and adapt as necessary, for example:

- **Requirements:** to indicate the types of media and outcomes.
- **Requirements – detail:** to indicate the specific requirements for focused programmes, i.e. if the programme is fashion or games orientated, it would be advisable to set narrower outcome requirements.
- **Inspiration:** to use examples of sources relevant to the programme.
- **Guidance:** to indicate the specific expectations of how learners will develop and submit work. Additional deadlines can be included for different tasks within the assignment if needed.

Brief

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Client
World Health Organisation

Context
The World Health Organisation (WHO) sponsors **World Health Day** which is a global health awareness day celebrated on the 7th April every year. World Health Day is given a different theme each year and the WHO, organises international, regional and local events on the day related to the chosen theme.

Requirements
- Produce a creative response to one of the themes that have been explored on World Health Day that celebrates the success of the day.

Audience
The primary target audience is for young people from the ages of **15-25**. The aim is to encourage young people to get involved in future **World Health Day** activities.

Deadline
To be completed by assessor.

Resubmission deadline
To be completed by assessor.

Assessor
To be completed by assessor.

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World Health Day

Requirements – detail:

To celebrate the success of World Health Day and to promote activities to a younger generation the World Health Organisation are planning to hold a series of events, to showcase how creative practitioners have responded to the themes explored in World Health Day over the years.

You have been asked to select one of the themes explored in World Health Day and produce a creative outcome in response to the theme.

Some starting points might include:

- a TV or radio product, e.g. advert or documentary.
- piece of artwork for an exhibition
- advertising or promotional material
- interactive product
- commercial design/product
- functional object
- fashion garment or accessory.

Note: you should agree your project ideas with your tutor to ensure they meet the assessment criteria before commencing.

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Client background

The World Health Organisation (WHO) is a specialised agency of the United Nations responsible for international public health. Its main objective is ensuring "the attainment by all peoples of the highest possible level of health." The WHO was established in 7 April 1948, which is commemorated each year as World Health Day.

Vision

A world in which everyone can live healthy, productive lives

“I envision a world in which everyone can live healthy, productive lives, regardless of who they are or where they live. I believe the global commitment to sustainable development – enshrined in the Sustainable Development Goals – offers a unique opportunity to address the social, economic and political determinants of health and to improve the health and well-being of people everywhere.”

Dr Tedros Adhanom Ghebreyesus
WHO Director-General

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To get started on the project you must select one of the themes that have been explored by World Health Day over the years.

Possible themes include:

Active ageing makes the difference
Move for health
Make every mother and child count
Climate change
Antimicrobial resistance
Vector-borne diseases: small bite, big threat
Depression: let's talk

Safe blood starts with me
Shape the future of life: healthy environments for children
Working together for health
Save lives, make hospitals safe in emergencies
Good health adds life to years
Food safety
Universal Health Coverage: everyone, everywhere

Mental health: stop exclusion, dare to care
Road safety
International health security
Urbanisation and health
Healthy heartbeat, healthy blood pressure
Halt the rise: beat diabetes
Support nurses and midwives

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Guidance overview

You will need to organise the structure of your project individually as part of your professional practice and problem solving.

The assessment criteria are not a series of tasks that are done separately. Each of the criteria are equally weighted, meaning they should be given equal importance in your project.

You will use a combination of skills that relate to the criteria together and repeatedly throughout the assignment.

The guidance slides of the assignment brief indicate how you should approach each of those skills and what types of

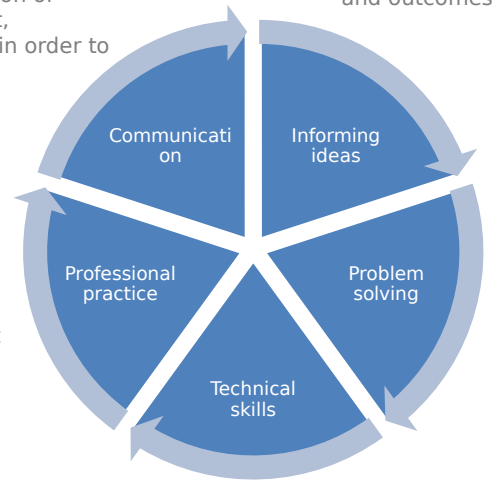
AC1: Informing ideas
Use skills for informing ideas for interpreting the brief and develop ideas and outcomes as they progress.

AC2: Problem solving
You will need to show problem solving throughout by engaging with the brief and its requirements. You can show this through evidence of ideas generation, experimentation, testing and reflection on the meaning, purpose function of your work.

AC3: Technical skills
Show technical skills throughout by exploiting the potential of media, materials, techniques and processes. In early stages of the project, this might be when investigating material opportunities. Later it would be in the outcomes or their presentation.

AC4: Professional practice
Show how you apply professionalism to your assignment through technical practice, project management and working safely.

AC5: Communication
Show skills in communicating the meaning, purpose and function of work, including development, outcomes and presentation, in order to engage the audience.



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Informing ideas

You should inform you ideas at all stages of the assignment.
The ‘Health’ brief offers a wide potential of starting points such as:

- World Health Organisation (WHO)
- World Health Day themes
- Wider consideration of global health issues

Primary and secondary methods for informing ideas:

- Interpret the brief – client, audience, requirements, purpose
- Research information relating theme
- Explore existing creative work that has responded to similar themes
- Use of research to inform, improve and refine development, outcomes and presentation

Evidence could include:

- Initial intentions presentation - informed by research, explaining your plan to respond to the brief
- Blog, digital portfolio or sketchbook of iterative use of research to inform ideas for development, outcomes and presentation

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Problem solving

You should use problem solving at all stages of the assignment by testing, review and reflecting on progress of:

- Interpreting the brief, client, audience, requirements, purpose
- Generating initial ideas
- Applying iterative stages in order to develop and refine ideas
- Exploring, testing and prototyping

Evidence could include:

Blog, digital portfolio of sketchbook with:

- Evidence of development and refinement
- Iterative testing
- Critical review and reflection

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Technical skills

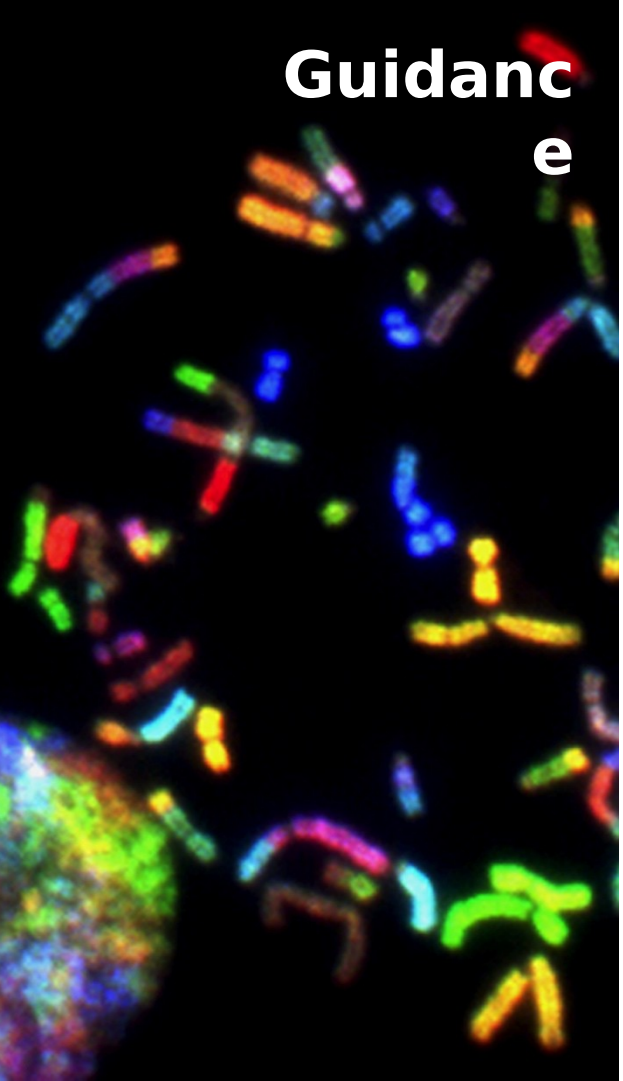
You should use the most appropriate and effective technical skills throughout your project:.

- Development of work:
    - exploring different materials, techniques and processes seeing what is the most useful
    - exploring the properties of testing and experimentation and making comparisons
- Production of outcomes

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – with early draft work and practical research into media, materials, techniques and processes
- Series of experiments/tests or prototypes
- Final creative outcome



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Professional practice

You should apply professional practice when working on the assignment by:

- Identifying and using best practice associated with creative practice
    - self-direction and ownership of projects
    - keep things safe and manage risks.
- Applying project management:
    - breaking up the assignment into manageable parts
    - exploring ways of working efficiently.
- Setting actions and targets for meeting the brief:
    - organising resources
    - exploiting stages of the creative process.

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Ongoing record of all stages of the creative process
- Submission on time of an organised portfolio
- Outcome(s) that show an understanding of related professional practices

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Communication

You should use communication skills throughout the project by:

- Considering the client and audience needs
- Working to ensure the meaning, message and impact are clear
- Using visual language and creative forms of communication

Communication opportunities:

- Expressing clear intentions at an early stage by aligning work with the audience and purpose of the brief
- Using testing and review to reflect on the quality of how the work communicates
- Producing prototypes and outcomes that clearly communicate the requirements of the brief
- Working with others and presenting intentions

Evidence could include:

Blog, digital portfolio and/or sketchbook with:

- Initial intentions presentation – personal communication
- Ongoing record of all stages of the creative process
- Series of experiments/tests or prototypes
- Final creative outcome
- Reflection on stages of development with explanation of choices in relation to the assignment

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In order to be awarded a qualification, learners must achieve a minimum of Pass in all criteria for all assessment units.

Assessment criteria	U Limited/insufficient	Pass Generally competent/adequate	Merit Clear/effective	Distinction Accomplished/thorough
AC1: **Informing ideas**	Limited or inappropriate research and investigation. Information has not been used to inform ideas or understanding.	Generally competent research and investigation used to interpret briefs, develop ideas for work and inform plans for progression, showing adequate understanding of industry and the work of others.	Effective research and investigation skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a clear understanding of industry and the work of others.	Accomplished research, investigation and critical analysis skills used to interpret briefs, develop ideas for work and inform plans for progression, showing a thorough understanding of industry and the work of others.
AC2: **Problem solving**	Lack of clarity in use of problem-solving processes. Work does not progress coherently through appropriate stages of development in order to find solutions.	Generally competent use of development process showing sufficient ideas generation, experimentation and review to find solutions.	Sound use of ideas generation, experimentation, testing and review. Clear and consistent reflection on work showing emerging awareness of how solutions relate to intended meaning, purpose and function.	Thorough engagement and confident application of ideas generation, experimentation, testing and review used to make considered choices. Sustained use of reflection to develop a critical understanding of how solutions align with the intended meaning, purpose and function of work.
AC3: **Technical skill**	Limited or inappropriate evidence, work does not show a minimum level of precision or competence with media, materials, techniques and processes.	Generally competent selection and manipulation of appropriate media, materials, techniques and processes to produce work that shows some awareness of impact in outcomes.	Effective selection and application of media, materials, techniques and processes, with a clear awareness of their effect on communication through outcomes. Mostly consistent technical competence shown through development and execution.	Accomplished selection and skilful application of media, materials, techniques and processes, showing thorough understanding of their impact on outcomes and ability to exploit them to meet intentions. Technical competence sustained throughout development and execution.
AC4: **Professional practice**	Limited understanding and use of professional practice skills, behaviours and approaches to working.	Adequate exploration and use of some professional practice skills, behaviours and approaches to working.	Clear understanding and application of professional practice skills, behaviours and approaches used effectively to manage and inform projects.	Thorough understanding and application of accomplished professional practice skills, behaviours and approaches used in a sustained and considered way to manage and inform projects.
AC5: **Communica-tion**	Lack of clarity seen in outcomes in relation to intentions and audience. Limited use of appropriate presentation conventions.	Generally competent communication of meaning, purpose and function of work in relation to intentions and audience. Appropriate use of presentation methods, formats and conventions.	Effective communication of meaning, purpose and function of work in relation to intentions and audience. Clear understanding and use of effective presentation methods, formats and conventions used to reflect qualities and engage the audience.	Fluent and imaginative communication of meaning, purpose and function of work in relation to intentions and audience. Thorough understanding and skilful use of presentation methods, formats and conventions applied in a highly considered way to enhance qualities of work and engage the audience.